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**Project** Make a trivia game about light and darkness

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1 2 3 4  
5 6 7 8

8 **GOAL**  
ECONOMIC GROWTH

## 8 THE ENTERTAINMENT ZONE

**Learning Situation** What kinds of entertainment are there? How does entertainment affect the way we feel and think? **Activate!**

<b>Step 1</b> Page 120 Write a post about a magic trick or optical illusion	Entertainment 1	Present Perfect Simple <b>Activate!</b>	Optical Illusions A webpage <b>Activate!</b>
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\* Key Competences: 1. Linguistic 2. Plurilingual 3. STEM (Science, Technology, Engineering, Maths) 4. Digital 5. Personal, social, learning to learn 6. Citizenship 7. Entrepreneurial 8. Cultural awareness

# 5 TAKE IT EASY

1. Look at the cartoons below. Why do you think the teenagers are feeling stressed?

## Learning Situation

How does stress affect teenagers' well-being? What can they do to reduce stress?

PROJECT: Make a student advice board for common problems



2. What are the teenagers thinking? Match the pictures to the sentences below.
1. I don't think I can make it to the top.
  2. More than 200 people liked Tom's post and nobody liked mine.
  3. I haven't got anything to wear to the party.
  4. How can I possibly finish all this homework?
  5. Are they talking about me?

3. When was the last time you felt stressed? What helped you feel better?

**Activate!** VIDEO  
Do the stress level quiz. What causes you the most stress?

## VOCABULARY 1 Body and mind

Activate! VOCABULARY PRESENTATION



1. Do the quiz about stress. Pay attention to the words in red. What do the results tell you?

## HOW TO RECOGNISE STRESS

Many teenagers feel **stressed** because of **pressure** from school, family and friends. Recognising the **symptoms** of stress is important, so you can get **treatment**. Answer the questions below. How many of your answers are yes? More than three? Then you should probably **get help**.

- > Do you sometimes **have difficulty breathing**? Yes / No
- > Do you frequently **take a tablet** for a headache? Yes / No
- > Do you sometimes feel **pain** but don't know why? Yes / No
- > Do you frequently get an **upset stomach**? Yes / No
- > Do you often **feel ill**? Yes / No
- > Do you **have problems sleeping**? Yes / No
- > Do you experience frequent **mood changes**? Yes / No
- > Does your stress cause you to **hurt** your friends' feelings? Yes / No
- > Is it often hard for you to **concentrate** on your schoolwork? Yes / No

**REMEMBER!** Friends can **give advice**, but you must talk to a professional about serious problems. Don't wait – and **stay healthy!**

### PLURILINGUAL 2A

In English, the word **hurt** can mean cause pain or feel pain.  
**You hurt me.**  
**My foot hurts.**  
How do you say **hurt** in these sentences in your language?

2. What's happening in the pictures? Match the words in red in Exercise 1 to the pictures. There may be more than one correct answer.



3. Read the first sentence. Then copy and complete the second sentence. Use the words below.  
**mood changes • take a tablet • stay healthy pain • hurt • feel ill**
1. It's important to eat fruit and vegetables. They help you ...
  2. I fell on my leg. I'm in a lot of ...
  3. Your comments aren't nice. They really ... me.
  4. Your temperature is 40°C! You should ...
  5. I've got a headache and an upset stomach again. Why do I often ...?
  6. I'm happy one minute and sad the next. I don't understand my ...
4. **INTERACTION** Work with a partner. Discuss when you experience the problems in Exercise 1 and what you do.

I sometimes have an upset stomach after a fight with a friend.

What do you do?

**WELL-BEING** How does stress affect your body and mind? What is one physical effect and one mental effect of stress?

## READING Letters to the editor

1. **BEFORE YOU READ** What do you use AI for? Do you think AI causes stress or helps reduce it?

2. **Read the letters to the editor.** Who has got a positive opinion of AI? Who has got a negative opinion? Which letter do you agree with more? Why?

### LEARNING TO LEARN

We often use positive adjectives to support a positive opinion and negative adjectives to support a negative opinion. Are the following adjectives from the text positive or negative?  
**healthy • creative • lonely • dangerous**



## THE BRAXTON STAR BRAXTON SECONDARY SCHOOL NEWSPAPER

### Letters to the Editor

Dear Editor,

I read your article about stress in last week's newspaper. According to your article, 69% of teachers think AI's influence on teenagers is negative and only 14% believe AI's impact is positive. I know many adults think teenagers' mood changes and concentration difficulties are because of technology. Clearly, our teachers and parents worry about us. But they should think about this: most teenagers today can't remember a time without AI. While we probably can easily adapt to new developments, we should use them in a healthy way.

School is one of the biggest causes of stress for us and AI can help with that. It can give students information and ideas for homework or projects. Some students also do creative things with AI, like creating pictures, making music or writing code. There are many benefits to AI and, in my opinion, we should focus on those.

John Brackforth  
Year 9

Dear Editor,

I agree with your article – stress is a big problem for teenagers today, and I believe AI makes it worse. With AI, bullies can create fake images, videos or voices and use them to hurt teenagers. That kind of online bullying causes a lot of stress. Another danger of AI is chatbots. Teenagers can't always talk to friends or a psychologist, but a lonely teenager can chat with an AI chatbot 24 hours a day. The chatbot gets to know the teenager from the chats. It then uses this information to make the conversation more personal. This can lead to emotional dependence and even addiction, and that increases stress.

Last week, my dad and I watched a 2013 film called *Her*. In the film, a man separated from his wife and got divorced. Then he fell in love with a chatbot. He felt that he couldn't live without her. At the time, I laughed, but now I think we mustn't ignore the film's message. Addiction to technology is dangerous – for teenagers and adults.

Elsie Smith  
Year 10

3. Match A to B to form sentences according to the text.

- A**
1. Some adults think AI
  2. Schoolwork
  3. A student
  4. A chatbot
  5. The main character in the film *Her*

- B**
- a. loves an AI character.
  - b. causes concentration problems.
  - c. collects information about you.
  - d. becomes less stressful with AI.
  - e. can make art and music with AI.

4. Find the sentences in the text that prove the sentences below are false.

1. Most teachers think AI has got a good effect on students.
2. Most teenagers today didn't grow up using AI.
3. John thinks teenagers should stop using AI.
4. You can get help from psychologists at any time of day.
5. According to Elsie, the film's message is only for adults.

### WORDS FROM THE TEXT

5. Find words in the text to match the definitions below.
1. innovations (lines 10-16)
  2. words and symbols that tell a computer what to do (lines 17-23)
  3. unkind people who hurt and frighten other people (lines 28-32)
  4. not real (lines 28-32)
  5. makes something bigger (lines 38-43)
6. Copy and complete the sentences. Use the words from Exercise 5.
1. Don't believe everything online. There are many ... posts.
  2. John is afraid of the ... at school.
  3. Studying every day ... your chances of passing your exams.
  4. I am learning to write ... , so I can create computer games.
  5. The company announced important ... in their new products.
7. Find three life events in the last paragraph of the second letter in Exercise 2. What other life events do you remember? Make a list. Write them in the order they usually happen.

8. **THINK ABOUT IT** Read both letters again. What do you think the original article said? Find clues in John's and Elsie's letters.

**EXTRA** Write a paragraph from the original article. Include information from your answer in Exercise 8.

9. **MEDIATION** Your friend didn't read the letters in Exercise 2 giving two different opinions of AI. Write a short message explaining John's and Elsie's opinions.



**Modals**

**can**

We use **can** to talk about ability and possibility.

- + AI **can** affect people's mental well-being.
- The doctor **can't** find the reason for my headaches.
- ? **Can** you create pictures with AI?

**Short answers**

Yes, you **can**. / No, you **can't**.

**could**

We use **could** to talk about past ability and possibility.

- + She **could** use a computer at the age of four.
- I **couldn't** finish the homework last night.
- ? **Could** students use AI five years ago?

**Short answers**

Yes, they **could**. / No, they **couldn't**.

**must**

We use **must** to talk about obligation and **mustn't** to talk about prohibition.

- + They **must** listen to the teacher.
- You **mustn't** use your phone during the lesson.

**should**

We use **should** to give and ask for advice.

- + He **should** take a tablet for his headache.
- Students **shouldn't** go to bed late on school nights.
- ? **Should** she ask for help?

**Short answers**

Yes, she **should**. / No, she **shouldn't**.

**now you!**

- I **can** ...
- Last year, I **couldn't** ...
- I **should** ...
- I **must** ...

GRAMMAR APPENDIX, WORKBOOK, pages 108-109

**LINGUISTIC**

We also use **can** to ask for and give permission.

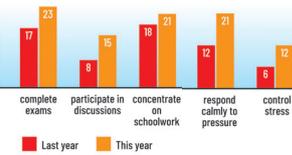
**Can** I go to the party tonight? Yes, you **can**.

Write two questions asking your parents for permission using **can**.



78 Do all activities in your notebook.

1. Look at the results of a survey comparing student stress from last year to this year for a class of 25 students. Then copy and complete the sentences with the correct number and the correct form of **can** or **could** and the verbs in brackets.



- student/s ... (not complete) their exams last year. **Eight students couldn't complete exams last year.**
- student/s ... (participate) in class discussions now.
- student/s ... (not concentrate) on their schoolwork now.
- student/s ... (respond) calmly to pressure last year.
- student/s ... (not control) their stress last year.

**LEARNING TO LEARN**

Double-bar graphs are graphs with two bars for each category. We use double-bar graphs to compare results over a period. According to the graph in Exercise 1, is the class experiencing more or less stress this year?

**EXTRA** Write five more sentences about the information in the chart. Use the correct form of **can** or **could**.

- Read the first sentence. Then copy and complete the second sentence. Use the correct form of the modal in brackets.
  - They aren't nice to Dan. In my opinion, he ... invite them to his party. (should)
  - Our school requires a uniform. We ... wear it to all our lessons. (must)
  - Eva doesn't like taking medicine. But she ... take a tablet for her headache. (should)
  - Our school prohibits posting fake videos. You ... upload that video to the school website! (must)
  - Coffee causes stress. Students ... drink it before their exams. (should)
  - I'm sorry. A sign here says: 'No phones'. I ... stop talking now. (must)

3. Choose the correct answers.

**#FOMO**

Your old trainers are still fine and you really **can't** / **should** / **shouldn't** buy new ones yet. But all your friends are talking about those cool white trainers with stars on them, and you **shouldn't** / **mustn't** / **can't** stop thinking about them. Then you see an advert online. The cool trainers are at a special price for just one day. You feel you **mustn't** / **must** / **can't** buy them now. Stop! This is FOMO advertising. FOMO means fear of missing out. It's one reason many young people feel pressure and stress. When this happens to you, you think you **must** / **mustn't** / **shouldn't** buy the same products as your friends. Being "different" can be stressful, and companies know this. In the past, this was less common because companies **could** / **couldn't** / **shouldn't** show adverts to teenagers easily. Today, things are very different. Companies **must** / **should** / **can** see what you look at online and follow you on social media. You **can't** / **shouldn't** / **mustn't** escape the adverts. In addition, FOMO advertises use your emotions to sell products. They make you think you **can** / **can't** / **shouldn't** eliminate social problems simply by buying things. So, what's the solution? To forget about those trainers until you really need them. You **should** / **shouldn't** / **can** let FOMO control your decisions.

4. Jennifer completed a survey about an app that helps users track and follow their friends' locations and activities. Read Jennifer's answers. Then write the survey questions. Use the words in bold to help you.

- Teenagers can **follow their friends' location** on the app.  
**What can teenagers do on the app?**
- No, I couldn't** see all my friends' activities online.
- Friends should use the app **so they feel connected**.
- Users can connect with each other **at any time of day**.
- Yes, it can**. Always watching your friends can make you feel stressed.
- Yes, you should** tell your friends you are following them. It shouldn't be a secret.

**REFLECTION**

Do you think this kind of app would reduce or cause stress for you? Why?

**ACTIVE GRAMMAR LAB** page 150 **BASICS**, Exercises 1-2 **MORE PRACTICE**, Exercises 3-4 **EXTENSION**, Exercises 5-6

**LISTENING** An interview

- BEFORE YOU LISTEN** In your family, are you the youngest child, a middle child, the oldest child or an only child? What do your parents expect from you as the youngest, oldest, middle or only child?
- Listen to an interview with the author of a book. What are the benefits of being the oldest child?

**LEARNING TO LEARN**

The information in listening comprehension exercises usually comes in the same order as you hear it. Listen step by step and focus only on the next item.

7. Listen again and complete the information card below.

Writer: Dr Simms  
Book: *Little* ...  
Problem: Parents put ... on the oldest child. The child must be a good ... For brothers and sisters. Girls must help around the ... and they also must help with younger children.  
Result: The oldest girl often feels ... and is afraid of waking ...

**SPEAKING** Talking about stress

8. **INTERACTION** Work in pairs. Describe something that causes you stress. What does your partner suggest?

I feel very stressed before an exam. I sometimes have difficulty breathing.

**Expressing empathy**  
That must be hard. That sounds really stressful.

That must be hard. Maybe you should ...

I can imagine that's difficult. I understand how hard that is.

**BE ACTIVE**

**Learning Situation Step 1**

Write a response to a message  
Imagine your friend sent you one of the following messages.  
I've got a headache.  
I'm having problems sleeping.  
I can't concentrate at school.  
Write a response to one of the messages giving advice.

PEER ASSESSMENT, page 164 **WORKBOOK**, page 49

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**VOCABULARY 2** Being active

1. Read the flyer for a wellness centre. Pay attention to the words in blue. Which activities and actions do you think are the most helpful for reducing stress?



- ✦ **Have a barbecue** with family and friends. Being outdoors helps you relax and sharing a meal helps you connect with other people!
- ✦ **Join a club**. You don't need to go far – we've got some great clubs here!
- ✦ **See a show**. Let the theatre transport you to another time and place. It's a great way to leave your worries behind!
- ✦ **Do crafts**. When you create things with your hands, your body produces feel-good hormones.
- ✦ **Do gardening**. It's healthy!
- ✦ **Take a trip or go sightseeing** at the weekend. Seeing and learning about new places is fun and a good distraction.
- ✦ **Hang out** with friends, **bake biscuits** together or **order pizza**.
- ✦ **Have a party**. You don't have to have a reason!
- ✦ **Look after a pet**. It's hard work, but it's really fun!
- ✦ **Take a break**. You can **lie down** for an hour or **take a nap**. Everyone has to **rest** sometimes.

For more information, visit [www.wellness.metroemail.org](http://www.wellness.metroemail.org).

**LINGUISTIC**

There are many collocations with **have**, **do** and **take**.  
**He has a shower every morning.**  
**We do sport three times a week.**  
**I take photos every day.**

What examples of collocations with **have**, **do** or **take** can you find in Exercise 1? What other collocations with **have**, **do** or **take** do you know?

- The sentences below are false. Correct the sentences without changing the words in bold.
  - When you **take a break**, you continue working.
  - You can **have a barbecue** in your living room.
  - When you **enjoy yourself**, you have a bad time.
  - People usually **bake biscuits** with tomato sauce.
  - Friends **hang out** because they like being alone.
  - People usually **lie down** because they've got lots of energy.

**EXTRA** Write three more false sentences using other words in blue in Exercise 1. Then give them to your partner to correct the sentences.

- Answer the questions. Use words in blue from Exercise 1.
  - How do people often celebrate birthdays?
  - What can you do when there isn't anything for dinner?
  - Why do people buy theatre tickets?
  - What are you doing when you give your dog or cat food and water?
  - What activity can you do with paper, scissors and glue?
  - How can you grow flowers near your house?

4. **INTERACTION** Work with a partner. Ask your partner for advice about activities and actions in blue in Exercise 1.

- Do you think I should have a party?
- Definitely! Your parties are always lots of fun!
- Where should I have the party?

WORKBOOK, page 50

80 Do all activities in your notebook.

**READING** A culture guide

- BEFORE YOU READ** What do you, your family, friends and neighbours do to relax?
- Read the culture guide. Are any of the relaxation methods in it similar to practices in your own country?



**REST AND RELAXATION**  
Stress is part of daily life. But what do people around the world do about it?

**NEW ZEALAND: MUD BATHS**

Most people try to stay out of the mud, but in New Zealand, people have baths in it! The Māori people discovered the mud baths in Rotorua many years ago. Today, the area is a park called Hell's Gate. Children and adults enjoy the mud spa. The minerals in the water and mud are good for your health and can help reduce stress. Mud baths are also lots of fun!

**AFRICA: DRUMMING**

Many people consider Africa the birthplace of drumming, and it's still important in ceremonies and celebrations. Why should you try it? Drumming is good for your body and mind. It makes your immune system stronger, so you don't often feel ill. It also helps you relax. You don't have to play the drums to benefit. Listening to drumming music helps, too.



**DENMARK: HYGGE**

Hygge is a way of living. It's all about enjoying the simple things in life, like spending time with friends and family, eating tasty food and wearing comfortable clothes. When you focus on these things, you forget your problems. You don't have to be at home to practise Hygge, but you need to be in a quiet place. Try sharing food or hot chocolate with others. You can also wear warm clothes and sit by a fire – perfect for cold Danish winters!



**JAPAN: BONSAI**

Some people in Japan relax by growing miniature trees called bonsai. Bonsai is originally from China, but in Japan it became a special type of art. Bonsai growers change the shape of trees to make them beautiful and special. It helps people connect with nature and feel calm and healthy. It also helps people with difficulties concentrating because it teaches them to focus on one thing at a time.



- Copy and complete the sentences.
  - The Māori were the first people to ...
  - Focusing on ordinary things helps you forget about ...
  - Winters are cold in ...
  - Drumming comes from ...
  - Bonsai gardeners transform the trees' ...
- Answer the questions.
  - Why are mud baths good for you?
  - Where do the people of Denmark practise Hygge?
  - How does drumming help your physical health?
  - Which country started Bonsai gardening?
  - How does Bonsai gardening improve your concentration?

**WELL-BEING** Do you think relaxing with friends or relaxing alone is better for you? Explain.

**Activate!** VIDEO

Watch the video. Which activity would you like to try? Why?

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LANGUAGE 2 Activate! GRAMMAR PRESENTATION

have to / need to

We use have to and need to to talk about obligation and necessity. We use don't have to and don't need to to talk about lack of obligation or necessity.

- + He has to / needs to finish the task today.
- We don't have to / don't need to rest now.
? Do you have to / need to look after the dog?

Short answers

Yes, I do. / No, I don't.

must = have to = need to, but
mustn't = don't have to / don't need to

NOW YOU!

I have to ...
I don't need to ...

GRAMMAR APPENDIX, WORKBOOK, pages 109-110

1. Copy and complete the sentences with the correct form of have to.

ChairYoga4U
Do you sometimes feel worried about school? Then you should try chair yoga! It's very relaxing and you ... stand up! Here are some easy positions for beginners:
You ... make your body look like a V for this pose, so your legs ... be in the air. It's hard, but you ... do it for a long time.
Your feet ... touch the floor with your legs together. Your head ... be up, so don't look at the floor.
Put your head down for this one. Your body ... look like a cat's body!

Activate! VIDEO

Watch the video and try to do the yoga positions. Which is your favourite? Which is the most difficult?

82 Do all activities in your notebook.

2. Match the sentences in A to the words in B. Then write sentences with the words in B and the correct form of need to.

- A
1. Leo's got a really bad headache.
2. Dad made dinner.
3. A pet is lots of work.
4. The show doesn't cost money.
5. You can learn origami online.

- B
a. you / look after / it / every day d. they / buy / tickets
b. you / join a club / to learn it e. he / take a tablet
c. he / order pizza

1. e: Leo's got a really bad headache. He needs to take a tablet.

3. Write a question to follow each statement in a dialogue. Use the correct form of the words in brackets.

- 1. Tell Wendy to take a break. Why / have to
Why does she have to take a break?
2. We must call Jack. (when / need to)
3. Paul is baking biscuits for the club today. (how many / need to)
4. They must pay for the yoga lessons. (how much / need to)
5. The dog eats dry food. (how often / have to)
6. Finish your tasks, please. (have to / now)

4. Choose the correct answers.

BATHING IN ICE

Most people hate cold showers and they 'shouldn't / can't / don't have to' imagine taking one for fun. But some experts think you 'should / shouldn't / couldn't' get into freezing water from time to time. Ice bathing - sitting in water that's 10°C-15°C - 'has to / can't / can' be good for your body and mind. Research shows it improves your mood and helps with some health problems. Ice bathing isn't new. Athletes 'need to / don't have to / mustn't' look after their muscles. One way to do this is by sitting in ice water for two or three minutes. Other people swim in cold rivers, lakes and oceans. After swimming in ice water for 20 minutes, some people feel happy and energetic, meaning they 'can / must / couldn't' probably finish their daily tasks more easily and enjoy themselves, too. However, you 'don't have to / need to / must do' something as extreme as swimming in an arctic lake. Putting your head under cold water or taking a cold shower 'has to / can / can't' also improve your mood and help you sleep better. Whatever you choose to do, remember: you 'should / must / mustn't' swim alone and you 'must / mustn't / shouldn't' never stay in water under 10°C - it isn't safe. In addition, people with health problems 'should / shouldn't / don't have to' talk to a doctor before starting, even with cold showers!



- 5. Write questions to ask a partner about the topics below. Use the modals in brackets.
1. responsibilities at home (have to)
2. abilities three years ago (could)
3. abilities today (can)
4. advice about clothes (should)
5. obligations after school (need to)

6. INTERACTION Ask and answer the questions from Exercise 5 with your partner.

What tasks do you have to do at home?
I have to tidy my room every weekend.

ACTIVE GRAMMAR LAB page 151 BASICS, Exercises 7-8 MORE PRACTICE, Exercises 9-10 EXTENSION, Exercise 11

LISTENING An announcement

7. BEFORE YOU LISTEN What kinds of things do you do to help others? How do you feel when you do these things?

8. Listen to the announcement. What is the main purpose of the announcement?

9. Listen again and choose the correct answer.

- 1. The food bank can't help everyone because ...
a. they haven't got enough money
b. there aren't enough volunteers
c. there isn't enough food
2. Volunteers have to ...
a. cook meals for families
b. help families with their children
c. put food in boxes
3. According to the announcement volunteers ...
a. can meet people
b. get a free meal
c. still have time to join a club
4. Volunteering at the food bank isn't difficult because the volunteers ...
a. don't carry things
b. get training
c. work in teams
5. One healthy benefit of helping is ...
a. better sleep
b. better moods
c. better meals

SUSTAINABLE DEVELOPMENT GOALS

2 How can volunteering at a food bank help reduce hunger in our community?

10. Listen and repeat. Pay attention to the pronunciation of the letter h /h/.

- 1. homework 2. how

PRONUNCIATION APPENDIX, EXERCISES 1-2, page 187

SPEAKING Asking for and giving advice

Activate! VIDEO

11. Year 9 students are making a video for their class about asking for and giving each other advice. Watch the video and complete the dialogues.

- 1
A: What's wrong?
B: I've got so much ... I don't know where to start.
A: Why don't you make a ... and then you can do one thing at a time?
B: I guess I can try that.
2
C: I'm so stressed because I've got lots of ...
D: You should try breathing ...
C: I don't know how to do that.
D: I can show you.
3
E: My problem is I'm always ...
F: You need to go to sleep earlier.
E: I try to go to sleep early, but I just can't sleep.
F: Well, first of all, don't use your ... before you go to bed.

12. Watch the video again and check your answers to Exercise 11.

BE ACTIVE

Learning Situation Step 2

Ask for and give advice

INTERACTION Take turns with your partner asking for and giving advice. Discuss one of the problems below or a problem of your own. Use the dialogues in Exercise 11 to help you.

- I can't concentrate at school.
My best friend is angry with me.
I'm always late for class.
I've got a big competition soon.

PEER ASSESSMENT, page 164 WORKBOOK, page 51

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WRITING An e-mail giving advice

In an e-mail giving advice, we usually restate the problem, show understanding, offer help and make suggestions for solutions.

ANALYSE A MODEL

1. Read the model e-mail giving advice. Then answer the questions. Which paragraph gives the answer to each question?

New message
To: Emily
Subject: Your cousin's visit
Hi, Emily!
I'm sorry to hear you are stressed about your cousin's visit in January. I know it can be hard to plan activities for someone for a whole week. Hopefully, I can offer you some good advice.
You probably shouldn't have a barbecue or go hiking because of the bad weather in January. I couldn't find any good concerts, but there are some great theatres in our city, so you can see a show together. There are shows on Saturday and Sunday afternoon, so you don't have to worry about transport at night. Also, taking trips and going sightseeing is probably a good idea because your cousin doesn't know our city. Some quiet time at home is another possibility. Maybe you should bake biscuits together. You've got some fantastic recipes!
I hope these ideas are helpful and you and your cousin enjoy yourselves. Would you like any more suggestions? Let me know.
John

- 1. Why is Emily stressed?
2. Which activities shouldn't she plan? Why?
3. What does John suggest first?
4. What other suggestions does he make?
5. What does John hope?

FOCUS ON LANGUAGE

CONNECTORS OF CAUSE

We use connectors of cause such as because and because of to show the cause of events. A subject and a verb follow because. A noun follows because of.

He can't concentrate because he is stressed.

I'm stressed because of the test tomorrow.

Find an example of each connector in the model e-mail. What is the cause of each event?

84 Do all activities in your notebook.

2. Copy and complete the sentences with because or because of.

- 1. I need to take a break ... I'm very tired.
2. You shouldn't make decisions ... peer pressure.
3. You are worried ... you've got breathing difficulties.
4. Your headaches are ... stress.
5. I haven't got much time to go out ... my schedule.

WORKBOOK, page 53

BE ACTIVE

Learning Situation Step 3

Write an e-mail giving advice

PLAN

1. Imagine a friend has got one of the problems below or another problem. Copy and complete the chart about your advice for your friend or use the Writing Plan on page 124 of your Workbook.

- problem preparing for exams
• parents upset about screen time
• frequent headaches because of stress
• problems sleeping

Table with 2 columns: Paragraph, Advice. Paragraph 1: greeting, state problem, show understanding, offer help. Paragraph 2: suggestions. Paragraph 3: positive ending, offer more help.

2. Copy and complete the sentences below using information from your chart.

- I'm sorry to hear you are ...
• I know it can be hard to ...
• Hopefully, I can offer ...
• You probably should / shouldn't ...
• ... is probably a good idea because ...
• ... is another possibility.
• Maybe you should ...
• I hope ...
• Would you like ... ?

WRITE

Write your e-mail giving advice. Use the information in your chart, your sentences and the model text to help you.

ASSESS YOURSELF

Use the checklist in your Workbook to assess your writing.

WRITING GUIDE, WORKBOOK, page 120 PEER ASSESSMENT, page 164

Collaborative PROJECT

Make a student advice board for common problems

MODEL

Read the model student advice board. Which ideas do you want to try? Which do you already do?

Student Advice Board
WHAT'S WRONG? TRY THESE TIPS.
PROBLEM: Low energy
SUGGESTIONS:
> Drink a glass of water when you get up. After an 8 or 9 hour break at night, your body needs water. According to studies, starting the day with a glass of water can improve your energy, concentration and memory. You should also drink water before you eat.
PROBLEM: Changing moods
SUGGESTIONS:
> Make your bed. What condition do you leave your bed in? Many people get up, get dressed and leave their bedrooms without thinking about it. But making your bed - putting your blankets and pillows in the right place - can affect your mood. This simple task gives a sense of control, reduces stress and helps you focus. Plus, getting into a tidy bed at night feels good and can help you sleep better.
> Do some easy exercises in the morning. Exercise causes your body to produce feel-good hormones and it sends oxygen through your body. This gives you more energy for the day. You don't have to do much - a quick walk around your neighbourhood is a good start.
> Have a healthy breakfast including brown bread, protein, fruit and vegetables. Up to 30% of children don't have breakfast and this can cause low energy levels during the day. Don't eat white bread and other processed foods. They give you energy for a short time, but after that you feel tired and weak.
> Prepare for your day ahead of time. You should pack your schoolbag and choose your clothes the night before. This way, you don't have to worry in the morning. Making important decisions in the morning can cause stress and can affect your mood.
> Say something nice to a family member. Being nice reduces stress, for you and the other person. When you do something nice or someone does something nice for you, your body chemistry reacts positively. Everyone should start the day with some 'happy hormones'. They're better than medicine!

BE ACTIVE IT'S PROJECT TIME!

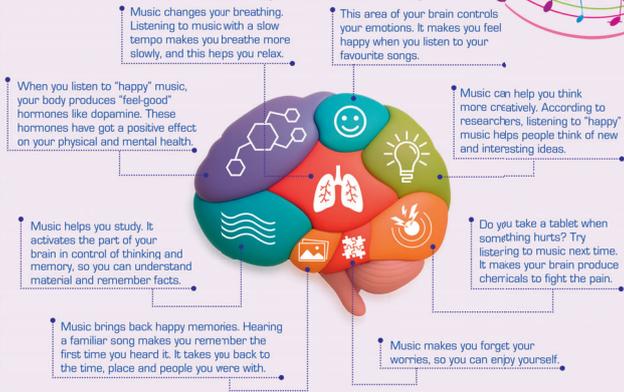
Turn to PAGE 144 IN YOUR WORKBOOK and follow the steps: PLAN RESEARCH CREATE PRESENT

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# EXTRA MUSIC

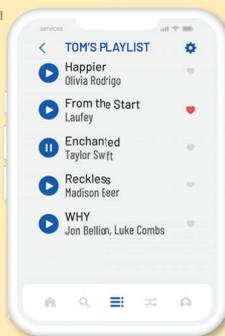
- Music is not just for entertainment. It can help us in many ways, including to reduce stress. Think of three ways music helps you.
- Each part of your brain is responsible for different things. Look at the infographic and find out how different parts of your brain react to music.

## MUSIC AND THE BRAIN



- According to the infographic, how does music help you when you ... ?
  - are stressed
  - are sad
  - need new ideas
  - are in pain
  - need to learn new material
  - are worried
- Listen to Tom's presentation about music. How does music help him study?
- Look at Tom's playlist. Do you know any of these songs? How do they make you feel?
- INTERACTION** Imagine you and your partner are making a playlist for studying. What songs do you want on your list? Discuss with your partner.
 

*How about 'What Was I Made For' by Billie Eilish? It's good for studying ...*
- MEDIATION** Write a post for the school website. Explain how music can help students learn and relax.



# ACTIVE Round up!

## ASSESS YOURSELF!

### Body and mind

concentrate	headache	stressed
feel ill	hurt	symptom
get help	mood changes	take a tablet
give advice	pain	treatment
have difficulty breathing	pressure	upset stomach
have problems sleeping	stay healthy	

### Being active

bake biscuits	have a barbecue	rest (v)
do crafts	have a party	see a show
do gardening	join a club	take a break
enjoy yourself	lie down	take a nap
go sightseeing	look after pets	take a trip
hang out	order pizza	

### LEARNING TO LEARN

Matching games can help you remember phrases.

- Make a matching game. Choose five phrases from each of the two lists. Write each word from each phrase on a small piece of paper. Mix the pieces of paper. Then ask your partner to match the words to make phrases.
- Write at least six sentences about a difficulty in school and suggestions for dealing with it. Use *can*, *could*, *should*, *must*, *need* to or *have* to.

## Activate!

- > WORDLIST PLUS
- > VOCABULARY AND GRAMMAR REVIEW
- > PROGRESS AND COMPETENCES CHECK, WORKBOOK, PAGES 54-57

## BE ACTIVE WELL-BEING

### ORGANISE ACTIVITIES

Organise relaxing activities for students during the morning breaks. Ask students to register for the activities. Which activities are the most helpful to make you feel calm or happy at school?



### Do a Kindness Challenge

Create a checklist of small, kind actions. How many can you complete in a week? How do you feel after you do them?



## BE ACTIVE

### Learning Situation

In this unit, you learned what causes stress and how stress affects the well-being of teenagers. Based on the information in the unit, what kinds of things can teenagers do to improve their well-being?

## ACTIVE GRAMMAR LAB: UNIT 5

can	could
+ I can concentrate.	I could sleep last night.
- He can't concentrate.	He couldn't sleep last night.
? Can you concentrate?	Could you sleep last night?

### Short answers

Yes, I can. / No, I can't. Yes, we could. / No, we couldn't.

### must

- + You must get help.
- They mustn't drink that.

### should

- + We should relax.
- She shouldn't worry.

? Should I give you some advice?

### Short answers

Yes, you should. / No, you shouldn't.

GRAMMAR APPENDIX, WORKBOOK, pages 100-109

## BASICS

- Choose the correct answers.
  - You **can** / **can't** see the doctor now. She isn't here.
  - Tom **can't** / **couldn't** focus on his schoolwork last week.
  - Some teenagers **can** / **could** talk to their parents when they feel stressed.
  - Can** / **Could** you concentrate during the test yesterday?
  - Medicine **can** / **couldn't** treat many symptoms these days.
  - When I was in primary school, I **can't** / **could** talk to my best friend about anything. It always helped.
- Match A to B.
 

<b>A</b>	
1. Can I	4. Linda shouldn't
2. We couldn't	5. You mustn't
3. Could the doctor	6. They should

  - help Jake yesterday?
  - study all night. You need sleep.
  - say those things to you. She isn't behaving nicely.
  - talk to someone. They need help.
  - take a tablet now?
  - prepare for the exam last week, so our marks were bad.

## MORE PRACTICE

- Copy and complete the sentences with the correct modals in brackets.
  - I ... tell you anything before, but I ... talk about it now. (can, couldn't)
  - You ... take short breaks while studying, but you ... spend the time on your phone. (can, shouldn't)
  - In the past, students ... have lunch at my school. Today, they ... go home for lunch. (must, could)
  - The school ... permit violence. They ... send violent students home. (mustn't, should)
  - She ... do her schoolwork because she's stressed. Maybe she ... get help. (should, can't)
  - He ... go to school today. He ... concentrate when he's got a headache. (can't, shouldn't)
- Rewrite the sentences with the words in brackets.
  - It's against school rules to use your phone in class. (you / mustn't)
  - We recommend going to bed early before an exam. (students / should)
  - Does John know how to deal with stress? (he / can)
  - What do you suggest I do about my marks? (I / should)
  - Some students had trouble focusing during the exam. (they / couldn't)

## EXTENSION

- Copy and complete the mini-dialogues. Use an appropriate modal in each question.
  - A: ... take these tablets every day?  
B: Yes. Take one in the morning and one at night.
  - A: ... get help in the past?  
B: They talked to the school psychologist.
  - A: ... help me with something?  
B: Yes, of course.
  - A: ... do about his concentration problems?  
B: Meditation is a good idea. It helped me.
- Copy and complete the sentences so they are true for you.
  - Three years ago, I could ... but I couldn't ...
  - My mother can ... very well, but she can't ...
  - My friends should ... , but they shouldn't ...
  - I must ... every day, but I mustn't ...

## have to need to

+ We <b>have to</b> leave now.	I <b>need to</b> leave now.
- You <b>don't have to</b> leave now.	She <b>doesn't need to</b> leave now.
? <b>Does he have to</b> leave now?	<b>Do they need to</b> leave now?

### Short answers

Yes, he **does**. / No, he **doesn't**.  
Yes, they **do**. / No, they **don't**.

GRAMMAR APPENDIX, WORKBOOK, pages 100-110

## BASICS

- Choose the correct answers.
  - I **need to** / **don't need to** bake the biscuits now. I can do it later.
  - Do we have to** / **We have to** finish these tasks today?
  - Peter **needs to** / **doesn't have to** change his behaviour. It's hard to be around him now.
  - Students **need to** / **don't need to** wear school uniforms. They can wear jeans and T-shirts.
  - When **does the baby have to** / **the baby doesn't need to** rest?
  - You **don't need to** / **have to** pay money to join the club and it isn't cheap.
- Write the words in the correct order to make sentences.
  - have to / study / I / this evening / .
  - don't / we / order pizza / need to / this weekend / .
  - you / when / need to / do / do the gardening / ?
  - doesn't / go out / the dog / now / have to / .
  - do / have to / what / she / does / today / ?
  - get up / has to / he / early / .

## MORE PRACTICE

- Write affirmative and negative sentences with the words below and the correct form of *have to* and *need to*. Add words of your own. How many sentences can you write in five minutes?
 

Alice	go to bed early
the boys	take breaks
we	drink more water
I	answer messages
you	look after the neighbour's dog
	clean the house

We need to drink more water on hot days.



## 10. Choose the correct answers.

### Feng Shui for Stress

You <sup>1</sup> **can** / **can't** / **couldn't** reduce stress in many different ways, like taking yoga classes or swimming in cold water. But there's another solution to stress and it's inside your bedroom! Your furniture, decorations and even wall colour <sup>2</sup> **must** / **mustn't** / **can** help create emotional well-being. Luckily, you <sup>3</sup> **have to** / **need to** / **don't have to** bring in a professional decorator for this. So, what <sup>4</sup> **do you have to** / **you have to** / **you don't need to** do? It's simple: follow the ancient Chinese philosophy of Feng Shui!

To use Feng Shui, you <sup>5</sup> **must** / **mustn't** / **shouldn't** create positive energy in your room. First, you <sup>6</sup> **can't** / **should** / **shouldn't** put your bed in a place, so you can see the door. This helps you feel safe and in control. A clean and organised home creates peaceful feelings, so you <sup>7</sup> **can** / **could** / **shouldn't** put unimportant items on your desk and shelves. Feng Shui recommends blue walls because it's a relaxing colour. You <sup>8</sup> **should** / **shouldn't** / **have to** have colourful curtains or blankets with many shapes – choose simple designs in one colour. In addition, your home <sup>9</sup> **has to** / **needs to** / **mustn't** have many mirrors because they cause stress. Have you got one mirror in your room? You <sup>10</sup> **have to** / **don't have to** / **can** take it out, but you <sup>11</sup> **should** / **shouldn't** / **mustn't** limit your time in front of it. Finally, think about the last time you had problems sleeping. You lay in bed for hours, but you <sup>12</sup> **can** / **can't** / **couldn't** sleep. Well, you <sup>13</sup> **have to** / **need to** / **don't need to** worry about that any more. A Feng Shui bedroom helps you sleep better – and wake up relaxed!



## EXTENSION

- Write sentences and questions according to the instructions. Use appropriate modals.
  - ask for advice about an exam
  - inquire about your friend's past abilities
  - explain your after-school obligations
  - ask about a requirement at school
  - explain something that isn't required at school
  - suggest a solution to stress

UNIT 5

Learning Situation Step 1 page 79 😊😊😊

Read your partner's response to a message. Then complete the assessment below.

My partner's response ...

1. expresses sympathy and includes advice
2. includes appropriate vocabulary and correct grammar
3. is clear and easy to follow

Learning Situation Step 2 page 83 😊😊😊

After asking for and giving advice, complete the assessment below.

My partner ...

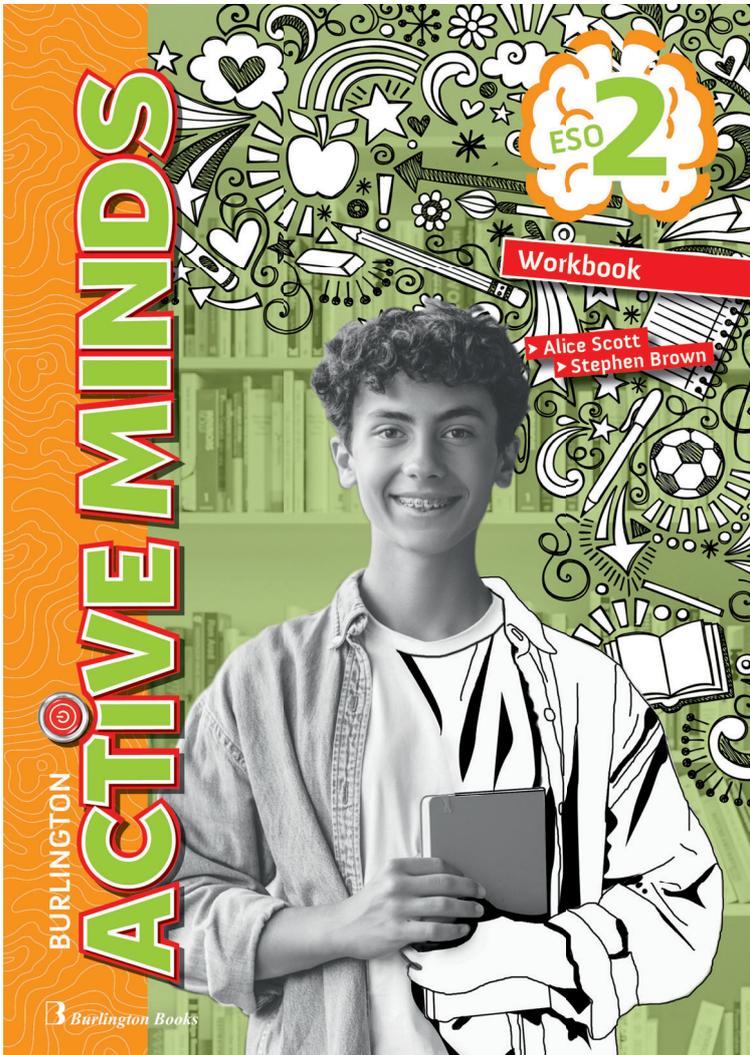
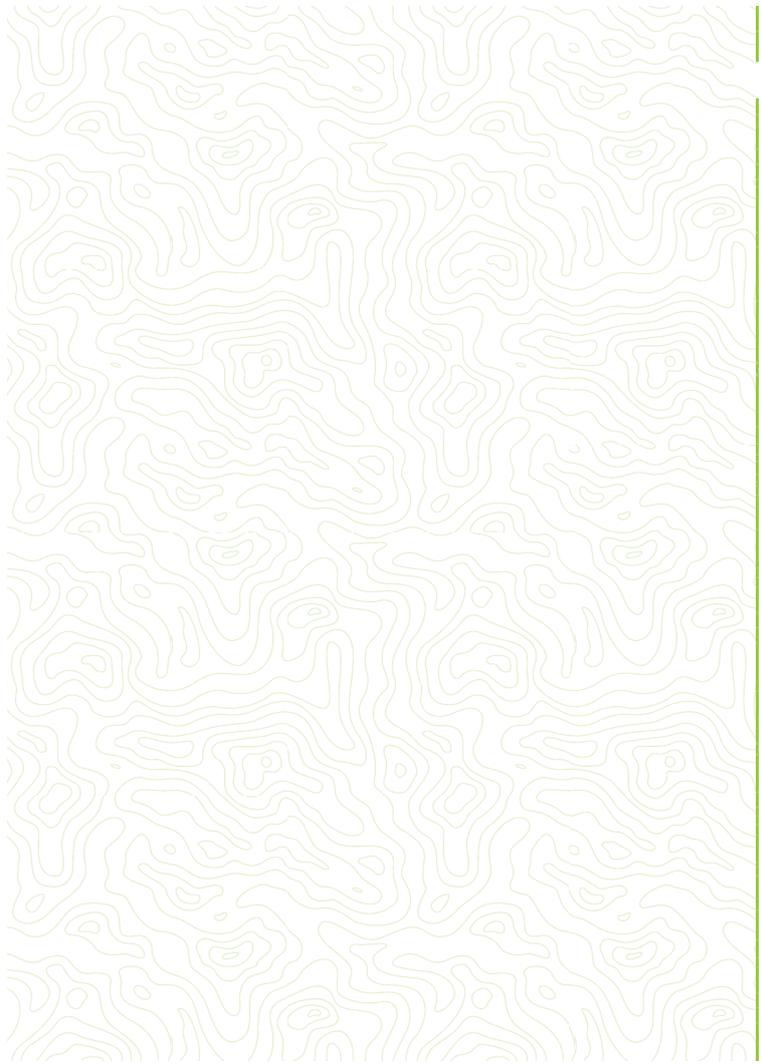
1. asked for and gave advice
2. used appropriate vocabulary and correct grammar
3. spoke clearly

Learning Situation Step 3 page 84 😊😊😊

Read your partner's e-mail giving advice. Then complete the assessment below.

My partner's e-mail ...

1. states the problem, shows understanding, offers help, gives suggestions and has a positive ending
2. includes appropriate vocabulary and correct grammar
3. is clear and easy to follow



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# 5 TAKE IT EASY

## VOCABULARY 1 Body and mind

1. Choose the correct answer.



1. have difficulty breathing • mood changes



2. hurt • give advice



3. upset stomach • pressure



4. get help • feel ill



5. have problems sleeping • pain



6. headache • symptom



7. take a tablet • concentrate



8. stay healthy • stressed

2. Match A to B to make phrases. Then use the phrases to complete the sentences.

- |                 |                |
|-----------------|----------------|
| <b>A</b>        | <b>B</b>       |
| 1. has problems | ...a. help     |
| 2. taking       | ...b. stomachs |
| 3. upset        | ...c. charges  |
| 4. mood         | ...d. sleeping |
| 5. get          | ...e. a tablet |

- Eddie is tired because he always \_\_\_\_\_ before exams.
- I usually \_\_\_\_\_ from my parents when I have a serious problem.
- Martin is \_\_\_\_\_ because he isn't feeling well.
- Emma and Sam don't want to eat anything – they've both got \_\_\_\_\_.
- It's hard for some teenagers to control their emotions, so they experience \_\_\_\_\_.

3. Complete the words and phrases in the sentences.

- She felt s\_\_\_\_\_ because she had too much homework to do.
- It's hard to c\_\_\_\_\_ when you're tired.
- The doctor asked me to describe my s\_\_\_\_\_.
- We all f\_\_\_\_\_ i\_\_\_\_\_ from the strong smell of paint.
- To s\_\_\_\_\_ i\_\_\_\_\_, don't eat a lot of sugar.

4. Complete the sentences to show you understand the meaning of the words in bold.

- Some students feel **pressure** when \_\_\_\_\_.
- I try not to **hurt** my friends' feelings when \_\_\_\_\_.
- When I feel **pain** I \_\_\_\_\_.
- It's important to get **treatment** when \_\_\_\_\_.

## LANGUAGE 1 Modals: can, could, must, should

5. Choose the correct answer.

- Healthy food **can / can't** affect our well-being and improve our mood.
- I'm really tired! I **could / couldn't** sleep last night.
- Robyn's got an upset stomach, so she **can / can't** meet us at the restaurant.
- Andy **can / could** study for hours last year, but now it's hard for him to concentrate.
- You **can / can't** take these tablets for the pain in your leg – they really help.

6. Write sentences with the words below and the correct form of the modals in brackets.

- Ronnie / ask / a doctor / about his headaches / (should) \_\_\_\_\_
- students / use their phones / during / the lessons / (must) \_\_\_\_\_
- Amy / take / her tablets / three times a day / (must) \_\_\_\_\_
- we / drink / eight glasses of water / every day / ? (should) \_\_\_\_\_
- teenagers / share / personal details / on social media / (should) \_\_\_\_\_

7. Choose the correct answers.

### Expert Advice for Tired Teenagers

Are you having problems sleeping? You're not alone! Many teenagers feel stressed and **mustn't / could / can't** fall asleep easily. According to a 2024 survey in the USA, many of the teenagers **could / should / shouldn't** only sleep for five to seven hours, and others often **shouldn't / couldn't / must** sleep all night. What **can / couldn't / shouldn't** you do when this happens? Here are some ideas:  
Lie in bed and choose a word, for example "DREAMS". Then, for each letter of the word think of new words, such as dessert for D or ruler for R, and imagine pictures of them. You **could / couldn't / should** repeat this with different words. It makes your brain forget your stress and sleep comes more easily. Another option is to keep your eyes open and tell yourself you don't want to sleep. It sounds strange, but for this technique to work you **mustn't / couldn't / can** try to sleep! It helps because without the stress of trying to sleep, your mind relaxes and lets you sleep.  
It's a good idea to get help in more serious situations. Most importantly, you **shouldn't / can / couldn't** let the pressure of not sleeping cause you more stress!



8. Read the first sentence. Then complete the second sentence so it has the same meaning as the original sentence. Use a suitable modal.

- Is it possible to get advice about breathing difficulties from a doctor?  
\_\_\_\_\_ from a doctor?
- It's a good idea to listen to calm music before going to sleep.  
People \_\_\_\_\_ before they go to sleep.
- It's against school rules to eat during lessons.  
Students \_\_\_\_\_ during lessons.
- Amanda is too busy to help me with my project today.  
Amanda \_\_\_\_\_ with my project today.
- There wasn't an option to study French at our school last year.  
We \_\_\_\_\_ at our school last year.
- My brother is studying for the exam this weekend – he hasn't got a choice!  
My brother \_\_\_\_\_ this weekend.
- Doctors don't recommend eating big meals late at night.  
According to doctors, we \_\_\_\_\_ late at night.

## SPEAKING Talking about stress

9. Complete the mini-dialogues with the words and phrases below.

- difficulty breathing • maybe he should • feels ill  
feel very stressed • must be hard • I'm sorry
- A: I \_\_\_\_\_ about speaking in front of the class.  
B: That \_\_\_\_\_! When I've got lots of pressure, I watch funny videos online.
  - A: Dan sometimes has \_\_\_\_\_ before important football matches because he's stressed.  
B: That's too bad. \_\_\_\_\_ ask his coach for some advice.
  - A: Jenny is very worried about the trip. She often \_\_\_\_\_ on long trips.  
B: \_\_\_\_\_ to hear that. I can recommend some relaxing exercises for her.

## VOCABULARY 2 Being active

1. Match A to B to make phrases.

- |               |                   |
|---------------|-------------------|
| <b>A</b>      | <b>B</b>          |
| 1. lie        | ...a. a pet       |
| 2. bake       | ...b. gardening   |
| 3. do         | ...c. down        |
| 4. join       | ...d. a break     |
| 5. look after | ...e. a show      |
| 6. go         | ...f. a club      |
| 7. see        | ...g. biscuits    |
| 8. take       | ...h. sightseeing |

2. Complete the sentences with the correct form of the phrases from Exercise 1.

- They plan to \_\_\_\_\_ in Paris and visit the Eiffel Tower.
- Every Sunday, Lisa \_\_\_\_\_ for the afternoon tea party.
- I want to \_\_\_\_\_ on the sofa and rest for 20 minutes.
- My grandad likes to \_\_\_\_\_ and plant new flowers.
- My sister \_\_\_\_\_ our neighbour's \_\_\_\_\_ twice a week. She loves dogs!
- One way to meet new friends is to \_\_\_\_\_.
- You should \_\_\_\_\_ before you get too tired.
- We want to \_\_\_\_\_ on Broadway when we visit New York.

3. Match what the people are saying to the activities and actions.

- I like to draw and create things from recycled materials.
- You always have a great time at Emma's house.
- We sometimes cook steak and sausages outside in summer.
- They've got great Italian food here. Let's get some now!
- I often sleep for an hour or two after school.
- I usually invite all my friends to my house on my birthday.
- My parents and I usually travel during the holidays.

- enjoy yourself
- take a nap
- take a trip
- do crafts
- order pizza
- have a party
- have a barbecue



4. Tick (✓) the true sentences and correct the false sentences without changing the words and phrases in bold.

- When people want to be alone, they usually **hang out** with friends. \_\_\_\_\_
- Athletes **rest** every few minutes during a marathon. \_\_\_\_\_
- You use a cooker to **bake biscuits**. \_\_\_\_\_
- Joining a club** can help you learn new things. \_\_\_\_\_
- Some teenagers don't go to the beach because they **enjoy themselves** there. \_\_\_\_\_

5. Look at the pictures below. Write four sentences about what the teenagers in the pictures are doing to relax. Use the phrases from Exercises 1 and 3.



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## LANGUAGE 2 have to and need to

6. Arrange the words in the correct order to make sentences.

- have to / Anne / do gardening / doesn't / this weekend / ? \_\_\_\_\_
- take a tablet / you / when / have to / do / ? \_\_\_\_\_
- go out / at 6.00 pm / the dog / has to / ? \_\_\_\_\_
- take a nap / the baby / have to / does / every afternoon / ? \_\_\_\_\_
- have to / don't / we / take a break / yet / ? \_\_\_\_\_

7. Complete the sentences with the words below.

- need to • doesn't • needs to • do • does
- \_\_\_\_\_ Harry need to rest after football practice?
  - When \_\_\_\_\_ we need to look after the pets?
  - Mum \_\_\_\_\_ need to order pizza. We've got spaghetti.
  - I \_\_\_\_\_ lie down. I feel ill.
  - She \_\_\_\_\_ go sightseeing before she writes her travel blog.

8. Choose the correct answer.

- It's late. We **have to / don't need to** leave soon.
- When Julia **has to / does Julia need to** register for the club?
- Dad **have to / has to** buy meat for the barbecue.
- They **don't need to / have to** go sightseeing with us. They can stay home.
- Why do you **have to / you have to** do gardening today?
- Your brother **doesn't need to / has to** have a party on his birthday – the weekend after is fine.

9. Choose the correct answers.

**DANCE LIKE NOBODY IS WATCHING**

We often hear about how different hobbies **must / can / need to** help reduce tension – and it's true! When you do crafts, join a club or do gardening, it **can't / has to / can** really improve your well-being. But for one of the easiest and quickest ways to reduce stress, you **don't need to / mustn't / couldn't** leave your room. Just close the door, choose a song and dance! That's right – you only **has to / don't need to / need to** play some music! It **doesn't have to / has to / mustn't** be anything special, but you **shouldn't / should / could** find something you like. Your brain produces chemicals called endorphins when you dance. These chemicals relax your mind and body and make you feel happy. Dancing is also great physical exercise, and it improves coordination and concentration. So, **do you have to / can't you / you can** dance alone? No, but for the best results, you **can't / mustn't / must** move your body and express your emotions in a natural way, and you **must / shouldn't / have to** worry about other people's opinions! I tried it yesterday and really enjoyed myself. I **couldn't / can't / don't need to** believe the change in my mood after only five minutes! Of course, dancing **should / must / can't** solve all your problems, but it helps you feel more positive.



10. Write sentences about something ...

- you can do now, but couldn't do in the past
  - you must do every day
  - you should do this week
  - you don't have to do now
  - you need to do next week
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

## SPEAKING Asking for and giving advice

11. Complete the dialogue with the words below.

- just • need to • don't know how • first of all  
why don't you • I'm so stressed • what's wrong
- Dan: 1 \_\_\_\_\_? You look upset.  
Sara: 2 \_\_\_\_\_ because I'm not doing well at school. I try to do better but I can't improve my marks.  
Dan: 3 \_\_\_\_\_, you should try to get help from someone.  
Sara: 4 \_\_\_\_\_ ask your parents for private lessons?  
Dan: 5 \_\_\_\_\_ where to start. I've got so many after-school activities. I 6 \_\_\_\_\_ to make time for lessons.  
Sara: 7 \_\_\_\_\_ I can show you. You 7 \_\_\_\_\_ stop doing so many activities. One after-school activity is enough.  
Dan: 8 \_\_\_\_\_ I guess I can try that.

1. Read the online article. Then tick (✓) the information mentioned in the text.

## BORN TO MAKE A DIFFERENCE

Many people talk about how emotional stress affects teenagers. But Lady Gaga, the famous singer and actress, doesn't just talk – she does something about it! Together with her mother, she started the Born This Way Foundation (BTWF) in 2012 to help teenagers improve their mental health and well-being. When Lady Gaga was young, she had some serious emotional difficulties, so she understands how stressed teenagers feel. That's why she often shares her personal story and speaks openly about mental health. The BTWF's message is simple: Being kind can reduce stress, improve emotional well-being and create a better, healthier world for everyone. Many of its activities concentrate on this. One of its online platforms invites you to do something nice for someone else every day and even gives you simple ideas to try! There are also true stories on its website about young people's kind actions and the amazing impact they have on other people and themselves.

Another part of BTWF's mission is to connect teenagers to mental health professionals and organisations, so they can easily get advice or treatment. It's also got a free online



course and special secondary school programmes to teach young people how to support each other. Teenagers can learn how to recognise when someone needs help and what they should do.

Lady Gaga's participation makes these projects more effective. She often connects her songs to BTWF's work and her own emotional well-being. She uses her position as a popular celebrity to change the way people think about mental health and helps teenagers feel they're not alone. In fact, Lady Gaga shows us all how to make a difference – she truly was born to inspire!

## LISTENING

3. Listen to the conversation between Luke and his teacher Ms Davies. Then choose TWO correct answers.

- Luke talks to Ms Davies because ...
  - he can't concentrate on his schoolwork
  - he's got problems with his marks
  - he wants to do well at school
- Ms Davies' tips can help Luke ...
  - think about things he needs to do
  - improve his concentration
  - feel less stressed

4. Listen again and complete the sentences.

- Luke is having difficulty preparing for his ...
- When people are stressed, it is often difficult for them to ...
- Ms Davies understands what Luke ...
- Ms Davies' technique helps you take a break from your ...
- When you think about one particular thing, it can help your concentration and improves your ...
- In Luke's opinion, Ms Davies' advice is always ...
- According to Ms Davies, Luke should hang out with friends or ...

- why many teenagers feel stressed
- when the BTWF was created
- why Lady Gaga often talks about mental health
- how many young people the BTWF helps every day
- common symptoms of emotional stress in teenagers
- examples of how the BTWF helps young people

2. Answer the questions.

- Who works with Lady Gaga at the BTWF?
- What does Lady Gaga know from her personal experience?
- According to the BTWF, what can make the world better for everyone?
- How does the BTWF help teenagers get advice from experts?
- What can teenagers learn on the BTWF website?
- How does Lady Gaga use her music to help the BTWF's projects?

5. Complete the sentences with *because* or *because of*.

- I'm stressed \_\_\_\_\_ I've got a big exam tomorrow.
- He often has an upset stomach \_\_\_\_\_ the pressure at school.
- Your parents are worried \_\_\_\_\_ your busy timetable.
- She shouldn't hang out with friends tonight \_\_\_\_\_ she's got a big test tomorrow.
- I can't help you \_\_\_\_\_ I'm not a professional.
- We feel better \_\_\_\_\_ we started eating healthy food.

6. Match A to B. Then add *because* or *because of*.

- |  |       |                                |
|--|-------|--------------------------------|
| <b>A</b>   |       | <b>B</b>                       |
| 1. I can't have any pets                             | _____ | I have problems sleeping.      |
| 2. You probably shouldn't have a party in the garden | _____ | it helps you remember tasks.   |
| 3. You should try talking to your parents            | _____ | I'm allergic to them.          |
| 4. Making a list is probably a good idea             | _____ | my brother's party.            |
| 5. I'm always tired                                  | _____ | they can give you good advice. |
| 6. We can't hang out at my house                     | _____ | the neighbours.                |

7. Complete Anne's e-mail giving advice. Use *because* or *because of*.

New message

To: Robert  
Subject: Advice

Hi, Robert!

I'm sorry to hear you are stressed about your birthday party. I know it's hard to plan a party <sup>1</sup> \_\_\_\_\_ you must remember lots of details. Hopefully, I can give you some good advice.

You don't need to invite people you aren't close to <sup>2</sup> \_\_\_\_\_ pressure to be popular. You should probably make a list <sup>3</sup> \_\_\_\_\_ then you can make clever decisions about food and fun activities. One of my friends ordered pizza for 30 people and only 15 people came to the party. His parents were very upset <sup>4</sup> \_\_\_\_\_ that! You can make a playlist of songs on your phone, too. You should have lots of songs <sup>5</sup> \_\_\_\_\_ people love dancing. Maybe you should talk to the neighbours before the party <sup>6</sup> \_\_\_\_\_ the noise, too.

I hope these ideas are helpful and you enjoy yourself at your party. I'm sorry I can't be there!

Anne

Send Save Cancel



## PROGRESS CHECK

### VOCABULARY

1. Circle the word or phrase that doesn't belong.

- upset stomach • symptom • pain • headache
- enjoy yourself • hang out • give advice • have a party
- have problems sleeping • pressure • mood changes • treatment
- see a show • go sightseeing • take a trip • stay healthy
- take a break • get help • take a nap • lie down
- bake biscuits • do crafts • order pizza • have a barbecue

2. Match A to B to make sentences.

- |  |       |
|--|-------|
| <b>A</b>   |       |
| 1. After dinner, my friends and I meet at the park and | _____ |
| 2. When you go to bed, you                             | _____ |
| 3. When an activity is fun, you                        | _____ |
| 4. I'm not at school today because I                   | _____ |
| 5. When my parents don't want to cook, they            | _____ |
| 6. People with cats and dogs                           | _____ |
| 7. People buy aeroplane tickets so they can            | _____ |
| <b>B</b>   |       |
| — a. enjoy yourself.                                   |       |
| — b. order pizza.                                      |       |
| — c. look after their pets.                            |       |
| — d. hang out for an hour or two.                      |       |
| — e. take a trip.                                      |       |
| — f. lie down.   |       |
| — g. feel ill.   |       |

3. Answer the questions with the words and phrases below. There are more words than you need.

- have a party • take a tablet • give advice  
do gardening • have a barbecue • see a show  
go sightseeing • do crafts
- How can you learn about interesting places in town?
  - What do people usually do on their birthday?
  - How can you prepare meat outdoors?
  - What do people usually do at a theatre?
  - How can you plant flowers?
  - What do doctors often tell people to do?
  - How can you help a friend with problems?

4. Complete the words.

- He's always tired because he has p \_\_\_\_\_ s \_\_\_\_\_.
- You've got a problem. You should g \_\_\_\_\_ h \_\_\_\_\_.
- He can't climb the mountain because he is having d \_\_\_\_\_ b \_\_\_\_\_.
- When you sleep for a short time you t \_\_\_\_\_ a n \_\_\_\_\_.
- I ate something bad and now I've got an u \_\_\_\_\_ s \_\_\_\_\_.

5. Intro 1 2 3 4 5 6 7 8 Choose the correct answer.

- Before you can work, you must **join a club / get a job / separate**.
- Peaches / Mushrooms / Carrots** are my favourite fruit.
- We drink **noodles / salad / juice** every morning.
- Only **helpful / brave / safe** people climb this mountain.
- What **pain / stone / treatment** does the doctor recommend?
- When people **get divorced / get married / have a baby**, they don't live together.
- The artist makes beautiful **sculptures / recipes / bridges**.
- Elephants are **shiny / tiny / huge** animals.
- Students can't hear the teacher when the class is **quiet / noisy / lucky**.
- Many animals lose their homes when people **clean up / recycle / cut down** trees.

6. **ACTIVATED** DICTATION Listen and write the sentences.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## LANGUAGE

7. Choose the correct answer.

- can • mustn't • can't • could • couldn't • should
- I \_\_\_\_\_ sleep last night because the neighbours were noisy.
  - We \_\_\_\_\_ hang out now. How about this weekend?
  - You're very stressed. You \_\_\_\_\_ get help.
  - Jack moved to a quiet room so he \_\_\_\_\_ concentrate on his task.
  - You \_\_\_\_\_ take tablets without seeing a doctor first. It's dangerous.
  - You look tired. You \_\_\_\_\_ take a break.

8. Complete the sentences with the correct form of *can, could, must* or *should*.

- I \_\_\_\_\_ bake biscuits, but my cakes are terrible.
- What do you think? \_\_\_\_\_ we order pizza tonight?
- According to the rules, students \_\_\_\_\_ hang out at school after classes.
- \_\_\_\_\_ you speak English five years ago?
- Dan \_\_\_\_\_ take a trip last summer, but he's flying to Paris now.
- She \_\_\_\_\_ drink coffee before she goes to sleep. It's a bad idea.

9. Write sentences with the words below. Use the correct form of the modals.

- I / have to / be / home / by 11.00 pm / tonight / \_\_\_\_\_
- we / not need to / bake biscuits / for the party / \_\_\_\_\_
- how often / young children / need to / rest / ? \_\_\_\_\_
- Peter / have to / take a nap / every afternoon / \_\_\_\_\_
- she / not have to / look after / her pet / today / \_\_\_\_\_
- the dog / need to / go out / three times a day / ? \_\_\_\_\_

10. Rewrite each sentence. Use the modals in brackets.

- I recommend that you try to enjoy yourself tomorrow. (should) \_\_\_\_\_
- It wasn't possible for us to have a party yesterday. (couldn't) \_\_\_\_\_
- It isn't a good idea for children to go sightseeing alone. (shouldn't) \_\_\_\_\_
- It isn't necessary for Jack to join a club. (not have to) \_\_\_\_\_
- It is necessary to do your homework before dinner. (need to) \_\_\_\_\_
- Susan doesn't know how to bake biscuits. (can't) \_\_\_\_\_

11. Intro 1 2 3 4 5 6 7 8 Choose the correct answers.

- I **have got / am / is** the symptoms of a virus.
- Where **do / don't / does** Paul do crafts?
- Is there / There is / There isn't** some healthy food on the menu.
- You are feeling / Are you feeling / You aren't feeling** stressed at the moment?
- There was / There wasn't / There weren't** any interesting films last night.
- You didn't go sightseeing / You went sightseeing / Did you go sightseeing** on Saturday?
- Liam is **more upset than / as upset as / the most upset** Linda about the bad weather. They both hate rainy days.
- They **have / are having / is having** breakfast at the moment.
- It is difficult to find a new job, **is it / isn't it / does it?**
- He never **adds / is adding / add** pepper to this dish.

12. TRANSLATION Write the sentences in English.

- Tengo dificultad para respirar, así que debería descansar. \_\_\_\_\_
- ¿Podéis ayudarme a hacer jardinería hoy? \_\_\_\_\_
- No debes hacer una barbacoa dentro de casa. \_\_\_\_\_
- No pudimos hacer una fiesta fuera por la lluvia. \_\_\_\_\_
- Ella no debería hacer un viaje porque se siente mal. \_\_\_\_\_



COMPETENCES CHECK

WRITTEN COMPREHENSION

1. Read the manual. Then complete the sentences.

A TAI CHI MANUAL FOR TEENS

Tai Chi is an ancient Chinese martial art. In all martial arts people use physical abilities. Tai Chi is an "internal" martial art because it concentrates on the energy inside you, not only on your body. It does this with slow movements, like in a dance. While moving, you concentrate on breathing and on your body. This creates a healthy connection between your body and mind because your body and mind must work together. It also helps you forget negative emotions.

Tai Chi is an important part of Chinese culture. Many adults meet in quiet places, like parks, early in the morning to do Tai Chi. But the Chinese government wants young people to do Tai Chi, too. In some areas of China, secondary-school students must learn Tai Chi to graduate. Students at university need to learn it, too.

People outside of China also love Tai Chi because it helps with pressure, mood changes, pain and problems sleeping.

You can study Tai Chi at special schools around the world, or you can learn the movements online. Do you want to try it? Here are some basic moves with instructions.

**A.** Stand on both feet. Your arms should be relaxed and by your sides. Hold your arms in front of you. Breathe in. Then lower your arms. Breathe out.

**B.** Stand on both feet with your arms by your side. Breathe in. Hold your arms out in front of you. Breathe out. Bring your hands close together. Then open your arms. Breathe in. Bring your hands close together again. Breathe out. Lower your arms.

**C.** Stand on both feet. Your arms should be in front of your body with your hands together. Breathe in. Hold your arms above your head with your hands together. Breathe out. Make circles with your arms, bring them down to your sides.

- Tai Chi started in \_\_\_\_\_.
- When people do Tai Chi, they concentrate on their body and \_\_\_\_\_.
- The Chinese government thinks young people should \_\_\_\_\_.
- Some secondary-school students must learn Tai Chi before they \_\_\_\_\_.
- You can learn Tai Chi movements \_\_\_\_\_.

2. Answer the questions.

- What is the difference between Tai Chi and other martial arts? \_\_\_\_\_
- Where do many Chinese do Tai Chi? \_\_\_\_\_
- Where can people outside of China learn Tai Chi? \_\_\_\_\_
- Which part of your body do you move in all three moves in the Tai Chi manual? \_\_\_\_\_
- Why do you think the instructions tell you when to breathe? \_\_\_\_\_

WRITTEN PRODUCTION

3. Write an entry in an online manual for a relaxing activity. Include:

- the name of the activity
- what you need to do
- when you can do it
- where you should do it

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ORAL COMPREHENSION



4. Listen to five informal conversations. Choose the correct answers.

- What does Alex want to stop doing?
  - exercising
  - drinking coffee
  - doing gardening
- What does Anne decide to eat?
  - cake
  - biscuits
  - chocolate
- What's wrong with Claire?
  - She's got an upset stomach.
  - She's got a headache.
  - She hurt her leg.
- What type of pet does Harry prefer?
  - a dog
  - a cat
  - a fish
- What is Emma's brother doing?
  - He's having a party.
  - He's playing video games.
  - He's talking on the phone.

ORAL PRODUCTION

5. Number the sentences in the correct order to make three mini-dialogues.

- Don't read about symptoms online. You need to get help.
  - I've got another headache. According to the Internet, that's a bad sign.
  - What's wrong?
- You should try this homework app.
  - I can show you.
  - I don't know how to download it.
  - I'm so stressed. I've got so much homework I don't know where to start.
- Why don't you put some relaxing music on your phone?
  - I try to enjoy myself, but I just can't relax on the bus.
  - I'm always stressed before a school trip.
  - You need to relax. School trips are fun.

ASSESS YOURSELF!

I can ...

Vocabulary

name five words or phrases for body and mind problems  
name five activities or actions connected to being active

Language

use modals *can, could, must* and *should* correctly  
use *have to* and *need to* correctly

Competences

A manual

understand specific information  
understand instructions

An entry

provide information  
give instructions

Informal conversations

understand relevant details  
understand main points

Mini-dialogues

exchange information  
make offers



GLOSSARY

UNIT 5

- ahead of time /ə'head əv taɪm/ con antelación  
bake biscuits /beɪk 'bɪskɪts/ hacer galletas (en el horno)  
brain /breɪn/ cerebro  
bullying /'bulɪŋ/ acoso  
chemical /'kemɪkəl/ sustancia química  
chemistry /'kemɪstri/ química  
code /kəʊd/ código (write: programar)  
concentrate /'kɒnsəntrət/ concentrarse  
Danish /'dæniʃ/ danés/esa  
development /dɪ'veləpmənt/ novedad, cambio  
do crafts /du: 'krɑ:fts/ hacer manualidades  
do gardening /'du: 'gɑ:dənɪŋ/ hacer jardinería  
drumming /'drʌmɪŋ/ tambores  
enjoy yourself /ɪnɪ'dʒɔɪ jɔ:seɪlf/ divertirse  
fact /fækt/ dato  
fake /feɪk/ falso/a  
familiar /fə'mɪliə/ conocido/a  
feel ill /fi:l 'ɪl/ encontrarse / sentirse mal  
focus /'fəʊkəs nɪ/ centrarse en  
get help /'get 'help/ buscar / conseguir ayuda  
give advice /gɪv əd'vaɪs/ dar consejos/a, aconsejar  
go sightseeing /gəʊ 'saɪtsi:ŋ/ hacer turismo  
hang out /hæŋ 'aʊt/ salir; pasar el tiempo / rato  
have a barbecue /hæv ə 'bɑ:bɪkjʊ/ hacer una barbacoa  
have a party /hæv ə 'pɑ:ti/ hacer una fiesta  
have difficulty breathing /hæv dɪfɪkəlti 'brɪ:ðɪŋ/ tener dificultad para respirar  
have problems sleeping /hæv prɒbləmz 'slɪ:pɪŋ/ tener problemas para dormir  
headache /'hedɪk/ dolor de cabeza  
hurt /hɜ:t/ hacer daño (a), dañar, doler  
increase /ɪn'kri:s/ aumentar  
join a club /dʒɔɪ ə 'klʌb/ apuntarse a una actividad, unirse a un club  
lead to /li:d tu/ llevar / conducir a  
lie down /laɪ 'daʊn/ tumbarse  
lonely /'ləʊnli/ solitario/a  
look after a pet /lʊk ɑ:ftə ə pet/ cuidar (a) una mascota  
low /ləʊ/ bajo/a  
mood changes /mu:ð tʃeɪndʒɪz/ cambios de humor  
mud /mʌd/ barro  
neighbourhood /'neɪbəhʊd/ barrio, vecindario  
order pizza /ɔ:də 'pɪzə/ pedir pizza  
pain /peɪn/ dolor  
pressure /'preʃə/ presión  
quick /kwɪk/ rápido/a

- quiet /'kwaɪət/ tranquilo/a  
rest /rest/ descansar  
see a show /si: ə 'ʃəʊ/ ver un espectáculo  
shape /ʃeɪp/ forma  
slow /sləʊ/ lento/a  
stay healthy /steɪ 'helθi/ mantenerse sano/a  
stressed /strest/ estresado/a  
symptom /'sɪmptəm/ síntoma  
take a break /teɪk ə 'breɪk/ tomarse un respiro, descansar  
take a nap /teɪk ə 'næp/ echarse una siesta  
take a tablet /teɪk ə 'teɪblət/ tomar una pastilla / un comprimido  
take a trip /teɪk ə 'trɪp/ hacer un viaje  
tasty /'teɪsti/ sabroso/a, apetitoso/a, rico/a  
treatment /'tri:tmənt/ tratamiento  
upset stomach /ʌpset 'stʌmək/ estómago revuelto, malestar de estómago

SPEAKING GLOSSARY

Asking for and giving advice

- What's wrong? /wɒts 'rɒŋ/ ¿Qué pasa / ocurre?  
I don't know where to start. /aɪ daʊnt nəʊ weə tu 'stɑ:t/ No sé por dónde empezar.  
Why don't you ...? /waɪ daʊnt ju: 'zɔ: Por que no...?  
I guess I can try that. /aɪ ges aɪ kæn 'traɪ ðæt/ Supongo que puedo probar eso.  
I'm so stressed because ... /aɪm 'səʊ strest bɪkɔ: Estoy tan estresado/a porque...  
You should try ... /ju: ʃəd 'traɪ/ Deberías intentar...  
I don't know how to ... /aɪ daʊnt nəʊ 'haʊ tu/ No sé cómo...  
I can show you. /aɪ kæn 'ʃəʊ ju: Yo puedo enseñarte.  
My problem is I'm always ... /maɪ 'prɒbləm ɪz aɪm 'ɔ:weɪz/ Mi problema es que yo siempre estoy...  
You need to ... /ju: 'ni:d tu/ Tienes que...  
I try to ... but I just can't ... /aɪ 'traɪ tu ... bʌt aɪ dʒʌst kæn/ Intento..., pero simplemente no puedo...  
Well, first of all, ... /wel 'fɜ:st əv ɔ:l/ Bueno, en primer lugar, ...

Expressing sympathy

- I'm sorry to hear that. /aɪm 'sɔ:ri tu hɜ:ðət/ Siento oír eso.  
That's too bad. /ðætz tu: 'bæd/ Es una pena / lástima.  
That must be hard. /ðæt mʌst bi: 'hɑ:d/ Eso debe de ser duro.



- En cambio, **enough** se pone detrás del adjetivo y significa "lo bastante" o "lo suficientemente".  
*This sofa is **big enough** for my family.* (Este sofá es lo bastante / suficientemente grande para mi familia.)  
Y **not** + adjetivo + **enough** significa "no (lo bastante)" o "no (lo suficientemente)".  
*The road is **not wide enough** for this traffic.* (La carretera no es lo bastante / suficientemente ancha para este tráfico.)  
*I **didn't feel full enough** after the meal.* (No me sentí lo suficientemente lleno después de la comida.)

#### El superlativo de los adjetivos

- Se usa para comparar cosas, animales, personas, etc., y decir que uno destaca sobre los demás. También hay que tener en cuenta la longitud del adjetivo:
  - Si es corto, se pone delante **the** y se e añade la terminación **-est** según las mismas reglas que para formar el comparativo con **-er**.  
*Mike is **the tallest** boy in the class.* (Mike es el chico más alto de la clase.)
  - Si es largo, se pone delante **the most**.  
*That is **the most surprising** film of all times.* (Esa es la película más sorprendente de todos los tiempos.)
- Para indicar que alguien o algo es inferior que el resto en algún aspecto se usa **the least** + adjetivo.  
*This is **the least interesting** book in the library.* (Este es el libro menos interesante de la biblioteca.)
- El superlativo puede ir seguido de las preposiciones **in, of y on**.  
*Dogs are **the most loyal** pets of all.* (Los perros son las mascotas más leales de todas.)

#### Los adjetivos irregulares

Al no seguir ninguna regla, hay que aprender sus formas comparativa y superlativa de memoria.

Adjetivo	Comparativo	Superlativo
good (bueno/a)	better	best
bad (malo/a)	worse	worst
far (lejano/a)	farther / further	farthest / furthest
little (poco/a)	less	least

#### UNIT 5

##### Los verbos modales

can	
Formas	
I can swim well.	
He <b>can't</b> / <b>cannot</b> swim well.	
Can you swim well?	
Yes, we <b>can</b> . / No, she <b>can't</b> .	

**Can** expresa habilidad o capacidad para hacer algo (saber), posibilidad (poder) y también se usa para pedir permiso o favores (poder).

- Afirmativa:** sujeto + **can** + verbo en la forma base.  
*I **can swim** very well.* (Sé nadar muy bien.)  
*We **can go** to the cinema tonight.* (Podemos ir al cine esta noche.)
- Negativa:** sujeto + **cannot** o **can't** + verbo en la forma base.  
*My brother **can't ride** his bike.* (Mi hermano no sabe / puede montar en bici.)
- Interrogativa:** **Can** + sujeto + verbo en la forma base.  
*Can you **do** me a favour?* (¿Puedes hacerme un favor?)
- Respuestas breves:** se pone el pronombre personal sujeto + **can** o **can't**.  
*Can I use your phone?*  
*Yes, you **can**. / No, you **can't**.* (¿Puedo usar tu teléfono? Sí. / No.)

#### could

Formas	
I <b>could play</b> the piano.	
He <b>couldn't play</b> the piano.	
Could you <b>play</b> the piano?	
Yes, we <b>could</b> . / No, she <b>couldn't</b> .	

**Could** expresa habilidad en el pasado y posibilidad, y también se puede usar para pedir permiso o favores de forma más educada que con **can**.

- Afirmativa:** sujeto + **could** + verbo en la forma base.  
*I **could talk** when I was one year old.* (Yo sabía hablar cuando tenía un año.)  
*The weather was warm, so we **could eat** outdoors.* (El tiempo era cálido, así que pudimos comer fuera.)
- Negativa:** sujeto + **could not** o **couldn't** + verbo en la forma base.  
*We **couldn't solve** the maths problem.* (No supimos / pudimos resolver el problema de matemáticas.)
- Interrogativa:** **Could** + sujeto + verbo en la forma base.  
*Could you **take** the train?* (¿Pudiste coger el tren?)
- Respuestas breves:** se pone el pronombre personal sujeto + **could** o **couldn't**.  
*Could you **take** me home?* Yes, I **could**. / No, I **couldn't**. (¿Podrías llevarme a casa? Sí. / No.)

#### must

Formas	
I <b>must tell</b> you.	
He <b>mustn't tell</b> you.	

- Afirmativa:** sujeto + **must** + verbo en la forma base. Expresa la obligación y la necesidad o conveniencia de hacer algo, y significa "deber". Además, puede utilizarse para dar consejos y también para recomendar algo (en este caso, se suele traducir por "tener que").  
*You **must study** for the test.* (Debes estudiar para el examen.) [obligación]  
*You **must go** to the new restaurant. It's great!* (Tienes que ir al restaurante nuevo. ¡Es genial!) [recomendación]
- Negativa:** sujeto + **must not** o **mustn't** (la más habitual es la segunda) + verbo en la forma base. Expresa prohibición, que algo no está permitido, y también que algo no se debe hacer porque no es conveniente o correcto. Además, puede utilizarse para dar consejos.  
*You **mustn't eat** at the library.* (No debes comer en la biblioteca.) [está prohibido]  
*You **mustn't lie** to the teacher.* (No debes mentirle al profesor.) [no es correcto]  
*You **mustn't forget** to take your camera.* (No debes olvidarte de coger la cámara.) [consejo]
- Interrogativa:** **Must** + sujeto + verbo en la forma base. En este caso, **must** expresa obligación o necesidad, aunque este verbo modal no se suele usar en la forma interrogativa.  
*Must I **call** the police?* (¿Debo llamar a la policía?)
- Respuestas breves:** se pone el pronombre personal sujeto + **must**.  
*Must you **leave** now?* Yes, you **must**. (¿Debes irte ahora? Sí.)

#### should

Formas	
I <b>should use</b> it.	
He <b>shouldn't use</b> it.	
Should you <b>use</b> it?	
Yes, we <b>should</b> . / No, she <b>shouldn't</b> .	

**Should** se usa para dar o pedir consejos / para decir lo que se debería o no hacer.

- Afirmativa:** sujeto + **should** + verbo en la forma base.  
*I **should go** to bed early.* (Debería acostarme temprano.)
- Negativa:** sujeto + **should not** o **shouldn't** (la forma más habitual es la segunda) + verbo en la forma base.  
*Schools **shouldn't sell** fizzy drinks.* (Los colegios no deberían vender refrescos.)
- Interrogativa:** **Should** + sujeto + verbo en la forma base.  
*Should we **come** again tomorrow?* (¿Deberíamos venir otra vez mañana?)
- Respuestas breves:** se pone el pronombre personal sujeto + **should** o **shouldn't**.  
*Should I **leave** the door open?* Yes, you **should**. / No, you **shouldn't**. (¿Debería dejar la puerta abierta? Sí. / No.)

#### have to

Afirmativa	Negativa
I <b>have to go</b>	I <b>don't have to go</b>
You <b>have to go</b>	You <b>don't have to go</b>
He <b>has to go</b>	He <b>doesn't have to go</b>
She <b>has to go</b>	She <b>doesn't have to go</b>
It <b>has to go</b>	It <b>doesn't have to go</b>
We <b>have to go</b>	We <b>don't have to go</b>
You <b>have to go</b>	You <b>don't have to go</b>
They <b>have to go</b>	They <b>don't have to go</b>

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Do I <b>have to go</b> ?	Yes, I <b>do</b> .	No, I <b>don't</b> .
Do you <b>have to go</b> ?	Yes, you <b>do</b> .	No, you <b>don't</b> .
Does he <b>have to go</b> ?	Yes, he <b>does</b> .	No, he <b>doesn't</b> .
Does she <b>have to go</b> ?	Yes, she <b>does</b> .	No, she <b>doesn't</b> .
Does it <b>have to go</b> ?	Yes, it <b>does</b> .	No, it <b>doesn't</b> .
Do we <b>have to go</b> ?	Yes, we <b>do</b> .	No, we <b>don't</b> .
Do you <b>have to go</b> ?	Yes, you <b>do</b> .	No, you <b>don't</b> .
Do they <b>have to go</b> ?	Yes, they <b>do</b> .	No, they <b>don't</b> .

- Afirmativa:** sujeto + **have** / **has to** + verbo en la forma base. Significa "tener que" y expresa, como **must**, la obligación o necesidad de hacer algo. La diferencia es que **have to** se si se conjuga y, por eso, se usa en distintos tiempos verbales.  
*I had to be at the airport at 5.00 am.* (Tuve que estar en el aeropuerto a las 5:00.)
- Negativa:** sujeto + **don't** / **doesn't have to** + verbo en la forma base. Significa "no tener que" / "por qué".  
*He won't have to stay with me.* (Él no tendrá que / por qué quedarse conmigo.)  
Recuerda que **have to** significa lo mismo que **must**, pero **don't have to** y **mustn't** no son equivalentes.  
*You **don't have to go**.* (No tienes que / por qué ir.) [no es necesario]  
*You **mustn't go**.* (No debes ir.) [está prohibido]
- Interrogativa:** **Do / Does** + sujeto + **have to** + verbo en la forma base.  
*Does he **have to do** the laundry tomorrow?* (¿Él tiene que hacer la colada mañana?)
- Respuestas breves:** se pone el pronombre personal sujeto + **do** / **does** o **don't** / **doesn't**.  
*Do they **have to work** today?* Yes, they **do**. / No, they **don't**. (¿Tienen que trabajar hoy? Sí. / No.)

#### need to

Afirmativa	Negativa
I <b>need to call</b>	I <b>don't need to call</b>
You <b>need to call</b>	You <b>don't need to call</b>
He <b>needs to call</b>	He <b>doesn't need to call</b>
She <b>needs to call</b>	She <b>doesn't need to call</b>
It <b>needs to call</b>	It <b>doesn't need to call</b>
We <b>need to call</b>	We <b>don't need to call</b>
You <b>need to call</b>	You <b>don't need to call</b>
They <b>need to call</b>	They <b>don't need to call</b>

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Do I <b>need to call</b> ?	Yes, I <b>do</b> .	No, I <b>don't</b> .
Do you <b>need to call</b> ?	Yes, you <b>do</b> .	No, you <b>don't</b> .
Does he <b>need to call</b> ?	Yes, he <b>does</b> .	No, he <b>doesn't</b> .
Does she <b>need to call</b> ?	Yes, she <b>does</b> .	No, she <b>doesn't</b> .
Does it <b>need to call</b> ?	Yes, it <b>does</b> .	No, it <b>doesn't</b> .
Do we <b>need to call</b> ?	Yes, we <b>do</b> .	No, we <b>don't</b> .
Do you <b>need to call</b> ?	Yes, you <b>do</b> .	No, you <b>don't</b> .
Do they <b>need to call</b> ?	Yes, they <b>do</b> .	No, they <b>don't</b> .

**Need to** significa "tener que" y expresa, como **have to**, la obligación o necesidad de hacer algo. Se puede conjugar y, por lo tanto, puede usarse en distintos tiempos verbales.

- Afirmativa:** sujeto + **need** / **needs to** + verbo en la forma base.  
*We **will need to bring** our own food.* (Tendremos que llevar nuestra propia comida.)
- Negativa:** sujeto + **don't** / **doesn't need to** + verbo en la forma base.  
*She **doesn't need to worry** about the cake.* (Ella no tiene que / por qué preocuparse por la tarta.)
- Interrogativa:** **Do / Does** + sujeto + **need to** + verbo en la forma base.  
*Do you **need to get** a present for Ann's birthday?* (¿Tienes que comprar un regalo para el cumpleaños de Ann?)
- Respuestas breves:** se pone el pronombre personal sujeto + **do** / **does** o **don't** / **doesn't**.  
*Did he **need to return** the book?* Yes, he **did**. / No, he **didn't**. (¿Él tenía que devolver el libro? Sí. / No.)

## UNIT 5

### WRITING PLAN

#### Write an e-mail giving advice

Learning Situation Step 3 from Student's Book, page 84

- Imagine a friend has got one of the problems listed in the Student's Book on page 84 or another problem. Complete the chart below with advice for your friend.

<b>Paragraph 1:</b>	Greeting, state problem, show understanding, offer help
<b>Paragraph 2:</b>	Suggestions
<b>Paragraph 3:</b>	Positive ending, offer more help

- Write an e-mail giving advice to your friend. Use the information in the chart above and the Useful Language below to help you. Then use the checklist to check your writing.

#### Useful Language

- I'm sorry to hear you are ...
- I know it can be hard to ...
- Hopefully, I can offer ...
- You probably should / shouldn't ...
- ... is probably a good idea.
- ... is another possibility.
- Maybe you should ...
- I hope ...
- Would you like ... ?

#### Checklist

- I used ... correctly.
- capital letters
  - punctuation
  - word order
  - text organisation
  - connectors

